Why are We Different?
The Kaleidoscope of Cultural Diversity in Afterschool
Hello!

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Objectives

× Be able to define cultural competence
× Identify personal lens in which participants view diversity
× Understand cultural diversity among various populations
× Self-identify areas of personal growth
What are traditions and special things to you and your family?
1. Defining Diversity & Culture

Is there a difference?
What comes to mind?

- Diversity
  - Race
  - Gender
  - Age
  - Social Class
  - Sexual Orientation
  - Religion
  - Politics
  - Geography
  - Disabilities
  - Culture

(You for Youth, 2018, Legal Watercooler, 2018)
What comes to mind?

- Culture
  - The way of life of a particular people, especially as shown in their ordinary behaviors and habits, their attitudes toward each other, and their moral and religious beliefs.

(Cambridge English Dictionary, 2018; LaneTerralever, 2018)
Awareness Activity

Optical Illusions
Surface Aspects of Culture

- Eating Habits
- Holiday Customs
- Religious Rituals
- Gestures
- Style of Dress

Deep Aspects of Culture

- Nature of Friendship
- Religious Beliefs
- Values
- Importance of Time
- Work Ethic

(You for Youth, 2016)
Characteristics of Culture

- Identify Development
- Rites of Passage Role status of Children & Families
- Gender - Role of Sex and Sexuality
- Ceremonies, Celebrations, & Traditions
- Learning Modalities, Knowledge & Skills acquisition
- Migration Patterns & Geographical Location
- Social groupings & Interpersonal Interactions
- Means of establishing trust, credibility and legitimacy
- Coping Behaviors- Strategies for Conflict & Problem Solving
- Sources to Validate Information, Attitudes & Beliefs

(SAMHSA, 2014)
Cultural Competence

Ability to work and respond in a manner that acknowledges and respects individuals’ culturally based beliefs, attitudes, behaviors, and customs.

(Kennedy, Bronte-Tinney, & Matthews, 2007)
2. Geographically

What is so special about where you live?
Cultural Differences

- Foods
  - Cookie Tables
  - Skyline
  - Potato Salad
- Language
  - Uffda
  - Tag board
  - You-ins
2. Race & Ethnicity

What are they?
Race

× Social construct that describes physical characteristics
× Major groupings in US
  × African American or Black
  × White American or Caucasian
  × Asian American
  × American Indian/Alaska Native
  × Native Hawaiian/Pacific Islander

(SAMHSA, 2014)
Ethnicity

- Social identity and mutual sense of belonging that defines a group of people through common historical or family origins, beliefs and standards of behavior (or cultures).
- Identification to clan or group whose identity can be based on race as well as culture
  - Hispanic – traditionally from Spain or Portuguese colonies
  - Latino – Mexico, Central and South America

(SAMHSA, 2014)
Cultural Differences

- Funerals
- Church
- Head of the Family
- Pregnancies
3. Gender & Sexuality
Gender Cultural Differences

- Roles of Males
- Roles of Females
- What happens when this doesn’t fit?

(PSU Vanguard, 2018)
Act Like a Man

(Oakland Men’s Project, n.d.)
Act Like a Lady
Awareness Activity

A Coming Out Story
5.
Socioeconomic
# Hidden Rules

<table>
<thead>
<tr>
<th>Poverty</th>
<th>Middle Class</th>
<th>Wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessions</td>
<td>People</td>
<td>Things</td>
</tr>
<tr>
<td>Money</td>
<td>To be used, spent</td>
<td>To be managed</td>
</tr>
<tr>
<td>Personality</td>
<td>Is for entertainment. Sense of humor is highly valued.</td>
<td>Is for acquisition and stability. Achievement is highly valued.</td>
</tr>
<tr>
<td>Social emphasis</td>
<td>Social inclusion of the people thy like.</td>
<td>Emphasis on the self-governance and sufficiency.</td>
</tr>
<tr>
<td>Food</td>
<td>Did you get enough?</td>
<td>Do you like it?</td>
</tr>
</tbody>
</table>

(Payne, R.K., 2017)
## Hidden Rules

(Payne, R.K., 2017)

<table>
<thead>
<tr>
<th></th>
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<th>Middle Class</th>
<th>Wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clothing</strong></td>
<td>Individual style and expression of personality.</td>
<td>Quality &amp; acceptance into norm. Label is important.</td>
<td>Artistic sense and expression. Designer important.</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Present most important. Decisions made on survival.</td>
<td>Future is most important. Decisions made on future ramifications.</td>
<td>Traditions and history most important. Decisions made on tradition.</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Valued and revered as abstract but not reality</td>
<td>Crucial for climbing success ladder and making money.</td>
<td>Necessary tradition for making and maintaining connections.</td>
</tr>
</tbody>
</table>
# Hidden Rules

(Payne, R.K., 2017)

<table>
<thead>
<tr>
<th>Poverty</th>
<th>Middle Class</th>
<th>Wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>About survival</td>
<td>About negotiation</td>
</tr>
<tr>
<td><strong>Household Dynamics</strong></td>
<td>Matriarchal</td>
<td>Patriarchal</td>
</tr>
<tr>
<td><strong>Worldview</strong></td>
<td>Local</td>
<td>National</td>
</tr>
<tr>
<td><strong>Love</strong></td>
<td>Based on whether you are liked</td>
<td>Based on achievement</td>
</tr>
<tr>
<td><strong>Driving Forces</strong></td>
<td>Survival, relationships, entertainment.</td>
<td>Work, achievement</td>
</tr>
<tr>
<td><strong>Humor</strong></td>
<td>About people and sex</td>
<td>About situations</td>
</tr>
</tbody>
</table>
Awareness Activity

Privilege Walk
6. Cultural Competence

Now what should we do?
Levels of Acculturation

- A traditional orientation
- A transitional orientation
- A bicultural orientation
- An assimilated orientation
- A marginal orientation

(SAMHSA, 2014, p. 25)
More than just Me

- Address culture at 3 levels:
  - Organizational
  - Structural
  - Professional
- “One size fits all” not effective when addressing cultural needs
  - Have to understand our students, families, and communities to design a program that fits

(Simpkins & Riggs, 2009)
Building Competence

× For practitioners
  × Gain understanding about how your culture influences you
  × Develop knowledge of other cultures that go beyond simplistic stereotypes and assessments
  × Open communication between yourself and parents of your participants

(Kennedy, Bronte-Tinkew, & Matthews, 2007)
Awareness Activity

Building Competency Scenarios
Building Competence

- For programs
  - Acknowledge differences and affirm your commitments
  - Encourage youth and adults from varied backgrounds to collaborate to reach common goals
  - Include leaders, volunteers, and practitioners from a variety of backgrounds

(Kennedy, Bronte-Tinkew, & Matthews, 2007)
Building Competence

- For programs
  - Incorporate traditional elements from a number of cultures
  - Support exploration of cultural identity among children/adolescents and seek to understand them through their own self-definations
  - Conduct evaluations and hold your program accountable

(Kennedy, Bronte-Tinkew, & Matthews, 2007)
Thanks!

Any questions?

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Credits

Special thanks to all the people who made and released these awesome resources for free:

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